

## **CHAPTER I**

### **INTRODUCTION**

This chapter present the overview of the study. It covers the background of the study, research questions, research purposes, research significances, rationale, and previous studies.

#### **A. BACKGROUND**

Attitude in language learning is considered as an essential aspect. Al Mamun et.al (2012) quoted in Eshghinejad (2016) defined attitude as a psychological construct that studied a particular behavior. In learning process, attitude plays a very crucial role since it can influence success or failure. Tella, Indoshi, and Othuon (2010) cited in Eshghinejad (2016) corroborated the statement by the research that investigated the students' negative attitude toward English become the most affective psychological factor that results in their poor performance in English. Brown (2001) cited Eshghinejad (2016) stated that the nature of language learning has social and psychological aspects and depends on students' motivation and attitude to learning target language. Abidin et al. (2012) quoted in Eshghinejad (2016) students' ability in second language mastery not only influenced by mental competence or language skills but also on the students' attitude and perceptions toward the target language.

Since students' attitude plays crucial role in language learning, teachers' languages in the classroom seems to be part of language learning feature that important to be studied. According to Karen E. Johnson cited in Meng & Wang, (2011), teachers' language refers to the use of the language, the target language of learners adopted by the teacher. It plays an important role in English teaching. Teachers' language is not only a carrier of teaching forms and methods, but also a most essensial part of the language situation for learners. The study stated that there is a relation between teacher's language in the classroom and students' output. Whereas both of them connect each other. Another study from China have been conducted by (Meng & Wang, 2011). The research was

about Action Study of Teacher's Language on EFL Classroom Interaction. The result showed that the teachers' language has a great influence on the students' language acquisition.

Relating with students' attitudes toward teachers' language, some previous researches are provided. Shuchi & Islamn (2016) analyzed students and teachers' attitude toward L1 (first language) or mother tongue in EFL classroom in Bangladesh and Saudi Arabia. The result is using L1 does not hinder learning; rather, it assists, aids and facilitates the teaching and learning process. Kova and Zdilar (2017) analyzed similarities and differences in attitudes and beliefs towards learning German and Italian language as foreign language. The results showed the students of both languages highly agree with the statement that the knowledge of foreign languages leads to a better social status, more successful socialisation and benefit in one's professional career. Another research conducted by Asghar, Abusaeedi, & Jafarian (2016). They observed students' attitudes towards teacher' code switching in EFL classes and the influence of gender. The finding are students' attitudes towards teacher' code switching is positive and gender doesn't cause significances attitude.

This research is different with the previous since it discussed students' attitude toward teachers' language preferences in EFL classroom including teachers' mother tongue, target language and code switching. The attitudes also viewed from three aspects of attitude; behavior, cognitive, and affective. The study will be conducted in English Education Departmen UIN Sunan Gunung Djati Bandung as the sample of EFL since the researcher possible access to get the participants. The research will be written under the title "STUDENTS' ATTITUDES TOWARD TEACHERS' LANGUAGE PREFERENCES IN EFL CLASSROOM".

## **B. RESEARCH QUESTIONS**

According to the background above the research questions can be formulated as follows:

1. How are teachers' language preferences at English Education Department UIN Sunan Gunung Djati Bandung semester 4?
2. How are students' attitudes toward teachers' language preferences at Department UIN Sunan Gunung Djati Bandung semester 4?

### **C. RESEARCH PURPOSES**

Comply with the specific problems above the research purposes are:

1. To find out teachers' language preferences at English Education Department UIN Sunan Gunung Djati Bandung semester 4.
2. To find out students' attitudes toward teachers' language preferences at Department UIN Sunan Gunung Djati Bandung semester 4.

### **D. RESEARCH SIGNIFICANCES**

Theoretical and practical significances are expected in the research. Theoretically, the research expected to enrich English teachers and future researcher knowledge about teachers' language preferences and how students' attitudes toward them.

Practically, for English teachers, this study provided knowledge that can be considered for teaching in EFL classroom.

### **E. RATIONALE**

Regarding to Brown in Eshghinejad (2016) attitude is characterized by emotional involvement such as feelings, self, relationships in community. On one hand, learning cannot be conducted effectively unless students have positive attitudes toward it, on the other hand, attitude originate from life experiences.

Eshghinejad (2016) added that language teachers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if students do not have the interest and tendency in acquiring the target language, the students will own negative attitude and will be not motivated and enthusiastic in language learning. Therefore, students' attitude incorporate in language learning because it influence their performance in acquiring the target language. Students'

attitude i.e. feelings, beliefs, likes, dislikes needs, should be considered, because their attitudes influence language learning.

Students' attitudes toward teachers' language become interesting topic to be discussed since languages used by the teacher in teaching lead the students to get new knowledge and comprehend language learning. A study from China have been conducted by (Meng & Wang, 2011). The research was about Action Study of Teacher's Language on EFL Classroom Interaction. The result shows that the teachers' language has a great influence on the students' language acquisition. According to Karen E. Johnson in Meng & Wang (2011), teachers' language refers to the use of the language, the target language of learners adopted by the teacher.

Teacher has a crucial role in leading student to comprehend the context of FL learning. In one hand, teachers need to have an advanced level of target language proficiency to provide meaningful explanation and rich language input for learner. Teachers also need an advanced level of proficiency in order to take learners beyond the beginner level of study Richards (Canh & Renandya, 2017). On the other hand, teacher should aware with students' L1 or mother tongue. Many second language acquisition theories have discussed the significant role learner's L1 in learning and teaching foreign language. The idea of "language transfer" by Slinker (Shuchi & Islam, 2016) thus advocates the natural occurring of L1 in foreign learning programs where learners transfer elements from their mother tongue to EFL.

Code switching definitely emerge between teacher's target language and mother tongue in FL learning. Code switching is regarded as "a quite normal and widespread from of bilingual interaction" Musyken in (Asghar et al., 2016). Some studies also have shown that code switching is a strategy used by students to bridge understanding gaps caused by their lack knowledge or proficiency in language classes (Asghar et al., 2016)

Among mother language, target language, and code switching used by teacher in the classroom affect students' comprehension toward language learning. The researcher is

motivated to study how students' attitudes toward teachers' language preferences in the classroom whether positive or negative. Since the attitude influence their success in language learning.

## **F. PREVIOUS STUDIES**

Related to study of students' attitude, there are some previous researches; Lombard (2017) studied the students' attitudes and preferences toward language of learning and teaching at the University of South Africa. The aim of the research was to determine the different opinions and beliefs that influence and constitute the attitudes of students towards the proposed use of African languages as LoLT at Unisa. Eshghinejad (2016) investigated attitude of male and female English as a foreign language (EFL) learners of Kashan University toward English language learning in terms of the behavioral, cognitive, and emotional aspects. The result was the students have positive attitude toward English learning. However gender did had no any impact. Shuchi & Islam (2016) investigated the role of mother tongue (L1) in teaching learning of foreign language. The research analyzed students and teachers' attitude toward L1 use EFL classroom in the context of Bangladesh and Saudi Arabia. The research result was using L1 does not hinder learning; rather, it assists, aids and facilities the teaching and learning process.

Kova and Zdilar (2017) analyzed similarities and differences in attitudes and beliefs towards learning the German and the Italian language as foreign language. The results showed the students of both languages highly agree with the statement that the knowledge of foreign languages leads to a better social status, more successful socialisation and benefit in one's professional career. In addition, they highly agree with the statement that the teaching materials are miscellaneous, but would nevertheless want the materials to include more elements of the domicile culture. Furthermore, the results also indicate a high level of confidence in speaking both languages and a substantial level of awareness regarding the need to speak both languages.

Students' attitudes towards learning a foreign language are one of the basic factors that influence the learning success. Their significance was recognised by foreign language teachers, and numerous research have emphasised different aspects of their considerably significant role in successful mastering of a foreign language.

Asghar et al. (2016) observed student's attitudes towards teacher's code switching in EFL classes whether gender influenced or not. The finding of the research were student's attitudes towards teacher's code switching was positive and gender does not cause significant attitude.

However, the recent research is different from the previous. The research focuses on students' attitude in language learning towards teachers' language preferences including teachers' mother tongue, code switching, and target language in the classroom.

